



SNOWY
MOUNTAINS
GRAMMAR
SCHOOL

CHALLENGE **BELONG** EXPLORE

School Student Reporting and Achievement Policy

Academic

Document Information

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Summary

This policy is an overview of the process for determining and reporting student achievement for each course.

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Each course in the Senior School and each KLA in the Junior School has an Assessment Policy that outlines how teachers will determine the level of academic achievement by each student. This information is contained in each Year Group Curriculum Overview Handbook.

Teachers use evidence gathered from assessment to extend the process of assessment for learning into their assessment of learning. In a standards-referenced framework this involves teachers in making professional judgments about student achievement at key points in the learning cycle.

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1 Student Achievement Overview

The School reports on student achievement in a variety of ways.

Teachers provide feedback to each student on classwork and assessment tasks as soon as possible after the submission of any work. This feedback can include informal, verbal feedback and/or formal written feedback. Assessment Tasks must be marked according to set criteria and formal feedback is given for each student. This practice is standard in all courses in the Senior School. Both informal and formal feedback should include positive and negative points on the submitted task, with some information provided on how to improve a grade or mark. Feedback should be signed and dated by the marker.

The Academic Committee meets at regular intervals. Heads of Faculty are able to table a list of students who they are concerned about and who are not meeting minimum standards or performing below normal expectations. This is the start of a process, which may lead to an Interim Report being issued (see below). Conversely, Heads of Faculty are able to raise students who are performing above expectations. Teachers can make referrals to the Academic Committee.

Tutors (and classroom teachers in the Junior School) regularly contact parents by phone or in informal meetings to discuss the general progress of a student. Parents can contact their child's Tutor whenever they feel the need to discuss their child's progress.

Students at risk can be identified by any teacher and if the Director of Curriculum and Operations in consultation with the Director of Wellbeing / Dean of Students, deems it necessary, an Interim Report can be issued to allow an overall picture of that student's progress to be determined. Interviews involving the student and their parents may follow this if deemed necessary.

Student academic achievement is gauged and monitored by both formal and informal means during each year to ensure that each student is in a position to complete the course within the expected timeframe. All students in Years 7-10 receive an Interim Report during Term 1. This is designed to both monitor their academic progress and to indicate how each student has settled into the Academic Year. Informal reporting and communication also occurs through use of the Student Diary and through a child's classroom teacher (Junior School) or Tutor (Senior School).

2 Student Examination Block

The School conducts two major assessment periods each year for Years 7, 8, 9 and 10. For Year 7, 8, 9 and 10, the End of Semester 1 Examinations are in Term 2 and the End of Semester 2 Examinations late in Term 4. These formal across-the-year tasks enable students to demonstrate the levels of understanding and skill development which they have attained in each semester. The examinations are also a means for students, teachers and parents to discover major areas of strength and/or weakness.

The School conducts one major assessment period each year for Year 12, which are the Trial HSC Examinations conducted in Term 3. The examinations are a means for students, teachers and parents to discover major areas of strength and/or weakness. Year 11 Examinations are conducted throughout the year in accordance with the Assessment Policy and NESA guidelines regarding assessment, which were updated in 2018.

3 School Reports

School Reports occur as follows (times are indicative):

Year 12

Interim Report	End of Term 4
Semester One Report	End of Term 1
Interim Report	End of Term 2
Semester Two Report	End of Term 3

Year 11

Interim Report	End of Term 1
Interim Report	End of Term 2
Yearly Report	End of Term 3

Years 7-10

Interim Report	End of Term 1
Semester One Report	End of Term 2
Interim Report	End of Term 3
Semester Two Report	End of Term 4

Year K-6

Semester One Report	End of Term 2
Semester Two Report	End of Term 4

4 Student / Parent / Teacher Interviews

Student/Parent/Teacher Interview Evenings are also scheduled in the calendar each year to allow follow-up concerning student achievement. They are as follows:

Year 12

Start of Term 4 (as Year 11)

Start of Term 2

End of Term 3

Years 7-11

Start of Term 1

Start of Term 3

Junior School

End of Term 1

Middle of Term 3

Complementing the program of formal assessments, teachers continually collect information on student performance in relation to the objectives and outcomes of a course, providing appropriate feedback on student performance. Parents are encouraged to contact specific subject teachers, the Heads of Faculty or the Director of Curriculum and Operations whenever they deem it necessary.

5 Recording Student Achievement

The School maintains records for each year group in that demonstrate student achievement. These records are maintained in the following ways:

- Teachers maintain a mark book with their daily records. This mark book records the marks for all assessment tasks and any other details relevant to that task e.g. date of submission, extensions granted. This can be done electronically via Canvas
- Each student receives feedback with their mark, rank, comments on each part of the assessment task and areas that could be improved for each piece of summative assessment submitted. In many cases, students will also receive verbal feedback
- Samples of assessment tasks are kept by each teacher – usually a top, middle and lower quality sample (although this is dependent on the size of the class). These are stored with Units of Work. A full set of student scripts are stored on L Drive which is backed up regularly
- Marks are transferred to the school’s central administration system – SchoolPro2 at the conclusion of the academic semester
- SchoolPro2 is used to produce academic reports for all students K-12 at the end of each semester. All reports are kept as records for the duration of each students’ attendance at the school (and then archived for 7 years)
- Interim Reports are produced at the conclusion of Terms 1 and 3 (Senior School) and emailed directly to parents. This occurs at different intervals for Years 11 and 12 as noted above
- In September of Year 12, the school is required to submit an assessment mark to the NESA studied by all students. An assessment mark must be submitted regardless of the number of units in which the student is enrolled. This assessment mark is moderated by the NESA and reported on the HSC. It may be used to calculate a total mark in the event of a successful illness/misadventure appeal. The assessment mark also contributes to the calculation of a student's ATAR
- Where a student misses an assessment task through absence, provision will usually be made for a substitute task to be given at a later time provided that adequate evidence is provided by the student as to the legitimacy of the absence. In the case of absence through illness a medical certificate will be considered sufficient evidence. In exceptional circumstances the Director of Curriculum and Operations may consider other evidence for absences arising from non-medical causes
- Students who are in danger of not satisfying minimum requirements for the award of the HSC in any subject will be issued with an official warning. This will be in the form of a letter on official school letterhead. One copy of this letter will be posted to the parent’s home address
- A response slip must be returned to the Director of Curriculum and Operations. A second copy of the letter will be kept in the student’s file along with the parent’s acknowledgement of having received their copy of the letter. A similar process will follow if the student’s performance does not improve. A second warning will be issued before a final letter informing the student and parents of any decision to issue an “N” determination

